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ABSTRACT

Where power was once the key element to effective leadership, it is now believed that vision, commitment, communication, and shared decision making are the cornerstones of effective leadership. A more collaborative model of leadership is evolving. This paper reviews the development of transformational leadership and contrasts it against transactional leadership. Several important contributions to the literature of leadership are reviewed. Following an introduction, the sections included are: (1) "Transactional Leadership"; (2) "A New Leadership Paradigm"; and (3) "A Developed Understanding of Effective Leadership." (EMK)

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TRANSFORMATIONAL LEADERSHIP: MY JOURNEY TO BECOMING AN EFFECTIVE LEADER

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Introduction

Over the past decades, there has developed a paradigm shift in the area of leadership. Where power was once the key element of leadership, it is now believed that vision, commitment, communication, and shared decision making are the cornerstones of effective leadership. Rost (1993) notes that this change is going from an "industrial" model of management to a more collaborative model. Sashkin and Rosenback (1993) define this shift as going from transactional leadership to transformational leadership. They state that transactional leadership is based on the notion of transactions or exchanges where leaders provide followers with rewards for doing as the leader wishes. On the other hand, they contend that transformational leadership is based on the notion of transforming and empowering where leaders transform followers by constructing organizational contexts that allow them to exercise and expand (empower) their own capabilities. This new transformational leadership paradigm has led to many innovative and effective approaches in leadership. How this shift began, what it involves, and how to use it effectively is the focus of this paper.

Leadership Versus Management

Leadership is one of the most observed but least understood concepts. Today, we know much about leaders but very little about leadership (Burns, 1978). What leaders do is important, but how they do it is of equal concern so research on leadership has focused a considerable amount on style. If insight into leadership is to occur, then a clear understanding of its essential nature must take place. Rosenback and Taylor (1993)

indicated that "Leadership is all about getting people to work together to make things happen that might not otherwise occur or prevent things from happening that ordinarily would take place" (p. 1).

A great deal of energy has been aimed at the distinction between leadership and management. There is a clear difference between the leader and the manager. By aiming attention on a vision, the leader acts on the emotional and devotional resources of the organization along with its values, commitment, and aspiration. By contrast, the manager acts on the physical resources of the organization such as its capital, human skill, raw materials, and technology. A manager can get work accomplished on schedule and with a high level of quality, however, the leader helps people in the organization to know pride and satisfaction in their work. Effective leaders inspire their followers to high levels of achievement by showing them how their work contributes to worthwhile ends. This behavior can produce work that is more productive and efficient. It is a fundamental human need to feel important and to make a difference.

The problem with many organizations that are failing is that they overmanage and underlead. There is a profound difference between management and leadership. Management means bringing about, accomplishing, having charge of, or responsibility for conduct. Leadership means to influence and guide in a direction, course, action, or opinion. The distinction is important because as Bennis and Nanus (1985) noted, "Managers are people who do things right and leaders are people who do the right thing"

(p. 21) This difference may be explained as activities of vision and judgment such as effectiveness versus the activities of mastering routines such as efficiency.

Entry into the 21st century will be marked with rapid and uncertain change. The problems of organizations are increasingly complex and all are questioning and challenging authority. We are moving forward, but we are doing so without providing power a place in our new vision. The concept of power and leadership as explained by Bennis and Nanus (1985) suggests that, "power is the basic energy needed to initiate and sustain action or the capacity to translate intentions into reality and sustain it. Leadership is the wise use of this power" (p. 17). They view effective leadership as the transforming type which can move organizations to future states, create visions of opportunities, instill within employees' commitment to change, and introduce new cultures and strategies that mobilize and focus energy and resources. Rosenback and Taylor (1993) have indicated that successful leaders seem to have a global view, understanding not only the microcosm of the organization but also where the organization stands in the later perspective. To develop a vision of the future, leaders must have great insight into the environment in which the organization currently exists and in which it will exist in the future.

Many of the problems in our society will not be solved without successful organizations, and organizations cannot be successful without effective leadership. Leadership is what should give an organization its vision and then its ability to translate that vision into reality (Bennis and Nanus, 1985). Without the ability of translation, there cannot be an essence to an organization. Bennis and Nanus (1985) point out that

leadership is the pivotal force behind successful organizations. In order to create vital and viable organizations, leadership is necessary to help develop new visions of what can be and then mobilize the organization change toward the new vision. The new transformational leader is one who commits people to action, converts followers into leaders, and leaders into agents of change.

Through the years, the views of what leadership is and who can exercise it has changed considerably. Leadership competencies in organizations have remained relatively constant although our understanding of what it is, how it works, and the ways in which people learn to apply it has shifted. Bennis and Nanus (1985) suggest that there is a commitment gap because leaders have failed to instill vision, meaning, and trust in their followers. They have failed to empower them.

Transactional Leadership

The transactional type of leadership has centralized control which maintains differences in status between workers and managers and among levels of management. It relies on top-down decision processes or the power to control staff, the allocation of resources, and the process of change. The transactional leader is a manager that believes people prefer to be lead, rather than be accountable for their own actions and decisions (Silins, 1992). This type of leader has a need to direct and control the people working under him or her (Kuhnert, 1994). Transactional leadership is based on an exchange of services for various kinds of rewards that the leader basically controls. Leithwood (1992) indicates that some researchers claim that the transactional practices help people recognize

what needs to be done in order to reach a desired outcome and that transactional and transformational leadership practices are often viewed as complementary. Bass (1987) and Sergiovanni (1990) consider transactional practices to be central in maintaining the organization and getting daily routines accomplished. However, they believed that such practices do not stimulate improvement. Mitchell and Tucker (1992) have suggested that transactional leadership only works when both leaders and followers understand and agree about the important tasks to be performed. To acquire leadership in such a setting, it is necessary to obtain control over the incentive system and be able to reward high performance or if necessary, to punish those who refuse to cooperate. Transactional leaders have a high sensitivity to organizational hierarchy and standardization of practices. They do not empower their followers in the organization. This approach to leadership does not create collective visions of opportunities or instill within the followers commitment to change. With transactional leadership there is no introduction to new cultures in the organization, nor is there a focus of energy and resources (Bennis and Nanus, 1985). Transactional leaders fail to instill vision, meaning, and trust into the individual member or within the group.

A New Leadership Paradigm

Transformational Leadership in Theory

The development of the concept of transformational leadership can be traced back to the works of Burns (1978) and Bass (1985). Burns (1978) pioneered the idea of

transformational leadership in which he made the distinction between leaders and managers examining the behavior of political leaders. He noted that great leaders do more than satisfy their followers' wants in exchange for support. They win allegiance by sensing and articulating their followers' deepest needs and forming a relationship that rises the level of human conduct and ethical aspirations of both, thus transforming effect on both. Burns (1978) believed transformational leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality. He assumed that transactional or managerial and transformational leadership were at the end points of a continuum. Burns' work was crucial for establishing a new transformational paradigm, but his concept did not carry a clear theory or means to measure.

Bass (1985), inspired by Burns' work, was able to expand the idea of transformational leadership. He believed that there was not a continuum with transformational leadership on one end and transactional leadership on the other, but that they were really two independent dimensions. He stressed that a person might exhibit just one, both, or neither so he developed dimensions of leadership to help one identify specific categories and types of the two leadership styles.

Although Bass' work was important in helping to clarify and make concrete Burns' ideas, Kouzes and Posner (1987) believed that Bass did not address the personal characteristics of individuals nor the culture of the organization. They proposed that there

are more specific and behaviorally focused practices that exemplary leaders display. These practices described in terms of reasonably concrete behaviors included the following:

* Challenging the process
* Inspiring a shared vision
* Enabling others to act
* Modeling the way
* Encouraging the heart

These five aspects of leadership are consistent with strategies originally defined by Bennis and Nanus (1985) and behavior categories later defined and measured by Sashkin (1990).

The transformational leadership type relies on strong cultures to influence employees' directions and reduce differences in the status of the members of an organization (Leithwood, 1992). This type of leadership is based on a different form of power that is consensual in nature and emphasizes participative decision making as much as possible. It is a form of power brought forth through other people and not over them. This form of power is unlimited and substantially enhances the productivity of the organization. Sarason (1990) explains that when a process makes people feel that they have a say in matters that affect them, they are more likely to have commitment and will take greater responsibility for what happens to the organization.

Transformational leadership provides the incentive for people to attempt improvements in their practices. Avolio and Bass (1988) refer to this type of leadership as "value added."

The development of character, which reflects a high standard of moral and ethical behavior is a vital aspect of effective leadership. A person with character has both the

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knowledge to know what is proper and the wisdom and courage to act on that knowledge and do what is right (Docheff, 1997). Character is the link that enables the transformational leader to act in accord with their beliefs. The character issue is an important factor for effective leadership because it can allow the leader to look critically at how they influence the character development of those they lead. Dewey (1934, 1964) suggested that a person's moral character must develop in a natural, just, and social atmosphere. He expressed that the leader should provide this environment for the followers' moral development along with the acquisition of knowledge. Docheff (1997) revealed that morally educated workers generally display orderliness, respectfulness, and proper demeanor in the organization. Katz (1971) also studied this action and presented information indicating that morally educated people demonstrate a greater willingness to comply with rules and regulations than those individuals who are not morally guided. Solomon (1997) provided evidence that unless character development is directly addressed, the moral operational process in an organization is not likely to occur. Therefore, the leader not only has to develop his or her own moral character but has the responsibility to create situations that will enhance the character development of their followers. Transformational leadership arises when leaders are more concerned about gaining overall cooperation and the most energy from organization members than in getting particular tasks performed. This leadership requires an approach that transforms the feelings, attitudes, and beliefs of workers and allows them to believe in themselves and in the goals of the organization (Mitchell and Tucker, 1992). Mitchell and Tucker (1992)

noted that, "Transformational leaders are people oriented and rather than focused on tasks and performance, they build relationships and help followers develop goals and identify strategies for their accomplishments" (p. 32). Rosenback and Taylor (1993) noted that transformational leaders "engage with followers in such a way so that many of the followers become leaders in their own right" (p. 12). Edginton (1997) expressed that making followers more knowledgeable is a vital part of this leadership process so they will be more likely to perform as responsible professionals. Staurowsky (1997) notes, "Leadership is a skill and like any other skill it requires formal training and practice" (p. 16)

Effective leadership involves shared influences, where the responsibility shifts from a few people who are formally designated as leaders to all who participate (Staurowsky, 1997). This structure recognizes that everyone has the capability to exert influence within the organization and will possess both leadership ability and responsibility. Staurowsky (1997) warns about the urgency to empower followers so that they can become leaders. She indicates that many followers have little or no belief that they can be leaders or make a difference. This is why it is essential for the transformational leader to train his or her followers on the necessary behaviors required to produce effective change. The realities of the 21st century call for a new holistic model of leadership based on creating an environment that promotes new ideas, responds to change, high quality and value, and encourages members of the organization to learn and expand their skills and capabilities. Leadership is a process of influence which both the administrator and stakeholder share in

the advancement of the organization, seek common solutions to problems, and benefit from its success (Edginton, 1997). Edginton (1997) expressed that from this conceptual framework, the administrator is a "leader whose primary responsibility is to establish a dialogue with others" (p. 31). Kouzes and Posner (1995) also believed in this disclosure suggesting that "Leadership is a dialogue not a monologue" (p. 31). They indicated that leaders assist followers by helping them focus on a set of core values that integrate integrity, caring, innovation, trust, and cooperation.

Voelz (1997) suggests that most followers have an understanding that input does not guarantee the decision they desire, but it does guarantee influence on the decision. She indicated that, "As long as you allow input, most employees can respect the decisions that are made, even when they disagree" (p. 56). Griffin (1997) takes an athletic view in describing effective leadership. He recommends that the leader provide his or her team members with the tools necessary for success, and then let those who are competent and motivated charge forward. In addition, Griffin (1997) indicated that, "People who understand the mission, embrace the vision, understand their role within the team, and can visualize themselves as being part of the winning team, are likely to make the sacrifices necessary for success" (p. 32). When the leader clearly communicates to the followers with open and continuous dialogue on a daily basis, the chances are that the organization will stay on the course toward success.

Transformational leadership for the 21st century is about creating environments of opportunity and commitment to a shared future. It is about applying and encouraging a

humanistic approach to administration, creating harmonious relationships and value for all in the organization.

Transformational Leadership: The Educational Arena

Transactional leadership is an idea that has served many schools in the past. In light of current restructuring initiatives designed to lead schools into the 21st century, the transactional leadership no longer appears to focus on what school administration needs to be. The transformational type leadership seems to envoke a more appropriate range of practice. This radically different form of power, that is consensual and facilitative in nature, is acquired through the empowerment of other school personnel. Leithwood (1992) suggests that such consensual power arises when teachers are helped to find greater meaning in their work, to meet higher level needs through their work, and to develop enhanced instructional capacities. Facilitative power arises when school staff members learn how to make the most of their collective capacities in solving school problems. This form of power is boundless and enhances the productivity of the school on behalf of its students.

Leithwood (1992) recommends that school administrators need to focus their attention on using facilitative power to make second-order changes or the implementation process of the first-order change in their schools. He suggests transformational leadership provides such a focus. Roberts (1985) provided a basis for this claim noting that the collective action that transformational leadership produces empowers those who participate in the process. In essence, it clarifies the definition of a group's mission and

vision, a renewal of their commitment, and the restructuring of their systems for goal accomplishment.

Rosenback and Taylor (1993) indicated that effective leaders are individuals who can help create options and opportunities, clarify problems and choices, build morale and coalitions, inspire others, and provide a vision of the possibilities and promise of a better school system. They added that these leaders have the qualities of contagious self-confidence, optimism, and idealism that allow them to attract and mobilize the teaching staff to undertake demanding tasks that these educators never thought they could possibly undertake.

Burns (1978) pointed out that transformational leadership involves visions and purposes that are educationally and socially beneficial, serve the common good, meet the needs of the teachers, and elevate both the teachers and the administrators to higher moral levels. In his view, this type of educational leadership emphasizes inspiration, rallies teachers around a mission, and motivates the staff to higher levels of organizational performances. Ron Brandt (1992) suggested that one of the most important things an effective leader can do is help build a culture in which the behavior of educators is influenced less by direct leadership and more by commitment to shared values.

The philosophy developed at the University of Northern Colorado can provide support for a vision of effective transformational leadership in education (Barnett, Caffarella, Daresh, King, Nicholson, and Whitaker, 1992).

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> Educational leaders possess knowledge of self, others, organizations, and society necessary to perform creatively and effectively in diverse environment. They engage people in identifying and working toward the accomplishment of a shared vision for the organization. Leaders incorporate the ideas, values, and experiences reflective of a pluralistic society and promote continual learning.

A belief in the transformational leadership approach can easily lead to the concept of restructuring the school organization to enhance the educational process. Mitchell and Tucker (1992) indicated that transformational leaders are more focused on redefining educational goals than implementing existing programs. They believe that high-performing teachers are talented experts who know what is important for children and how to make schools work. However, this process becomes effective only when it is integrated into cohesive, coordinated activity with everyone working together, developing and then pursuing common goals. Transformational leaders see the central issue more as commitment than expertise, although effective teachers will be competent in their talents to create and sustain effectively performing schools.

The transformational leader is an agent of change (Leithwood, 1992). His or her main responsibility is to serve as a catalyst of change, but never as a controller of change (Avolio, 1994). More directly in the context of the educational arena, Leithwood (1992) suggests that transformational school leaders are in pursuit of three fundamental goals (p. 9):

1) helping staff members develop and maintain a collaborative, professional school culture
2) fostering teacher development
3) helping teachers solve problems together more effectively

This basis in theory helped me to further my own research and, recently, my own practice in transformational leadership.

Transformational Leadership in Research

My research into transformational leadership has developed over the past few years, mainly during my doctoral studies at Nova Southeastern University. In my Leadership I Course, I read several books that were instrumental in helping me to form my basic beliefs about leadership. One of these books was Leadership and The New Science by Margaret J. Wheatley (1994). This book is about the early movement of new ways of thinking about organizations. The author attempts to draw together various principles from the new science and propose a new participative approach to management. She indicates that much of the old interpretation of leading followers must be relinquished, and we must be encouraged to discover and invent new organizational forms that will inhabit the 21st century. The author suggested that problems cannot be solved from the same consciousness that created them and that we must see the world in a new way.

Wheatley (1994) believes that the movement toward participative management is rooted in our changing perceptions of the organizing principles of the universe. The participatory nature of reality has focused scientific attention on relationships which is also a dominant theme in today's management advice. From the book's perspective, leaders should be encouraged to include stakeholders, to envoke followership, and to empower others. Leadership is dependent on the context, but the context is established by the

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relationships we value or the respect for the network of people who contribute to the organization.

The next book I read was Contemporary Issues in Leadership, by W.E. Rosenback and R.L. Taylor (1993). These authors assembled a collection of articles that have potential for changing old ways of thinking about leaders and followers. One of the most useful articles "A New Leadership Paradigm" by Sashkin and Rosenback (1993) adds to the concept of transformational leadership suggesting that the essence of effective leadership is engaging in high levels of both task-oriented and relationship-centered activity. Individuals who consistently exhibited high levels of both of these types of behavior were generally reported as effective leaders by their peers. Sashkin and Rosenback (1993) expressed that from the vantage point of the new paradigm, management is still important and only by using the context of management activities can leaders transform followers and organizations. This factor is resolved by recognizing that effective transformational leaders use transactional or managerial roles not simply to define, assign, and accomplish tasks and achieve goals, but also to educate, empower, and ultimately transform followers.

The third book was Leaders: The Strategies of Taking Charge by Warren Bennis and B. Nanus (1985). They believe that leaders empower others to translate intention into reality and sustain it. Their book gave me my first in depth look at the elements of effective leadership. Bennis and Nanus (1985) defined four strategies for effective leadership.

These strategies included the following:

1) Attention through vision
2) Meaning through communication
3) Trust through positioning
4) The development of self

In their book, the authors indicated that power is the energy that is required to initiate and support action and to transfer intentions. They specified that transformational leadership is the wise use of given power because it allows organizations to be successful by moving them to future states and translating vision into reality.

The fourth book was Fifth Discipline: Mastering the five practices of the learning organization by Peter Senge (1990). In his book, he takes the foundations of effective leadership to even a deeper level. He describes five learning disciplines that all leaders must work toward to be successful. Each of these five disciplines is guided by what one does, one's guiding ideas and insights, and, more abstractedly, one's state of inner being. Mastering each of these disciplines requires effort on both levels of what one does and why one does it. When one's conscious attention and effort achieve satisfactory results, the leader mentally changes his awareness.

His first discipline is personal mastery which goes past competence skills. It incorporates clarifying what is important to one and learning how to see current reality. The leader with a high level of personal mastery learns how to perceive and work with forces of change than resist those forces. He or she achieves a connectedness to the cause and a generativeness to the forces at work.

Another discipline in this process is mental models. Mental models are what one thinks. Mental models affect what one does because they affect what one sees. If everyone involved is able to see results, the more effective the group is as a whole. Mental models enable leaders and their followers to develop a search for truth and an openness for new ideas.

The third discipline is building shared vision. Shared vision is more than an idea. It is a commitment within the hearts of many that compels them into action. A leader who is working toward positive change must enlist others to share his desire to be connected to an important undertaking. This shared vision is a perception that many people are truly committed to because it reflects their own vision. Shared vision gives people a commonality of purpose and a partnership with others who are striving toward that purpose.

The fourth discipline is team learning. Team learning is the venture of aligning and attaining the capacity of a team to create the results its members truly desire. It builds on the discipline of shared vision. The experiences, knowledge, and expertise of all team members must be tapped and developed into a coordinated action. Team learning encourages alignment of all relevant factors and builds on collective intelligence.

The fifth discipline is systems thinking. Systems thinking stresses seeing the whole rather than parts and seeing the results of change in the whole. Systems thinking creates an inter-connectedness that guides people from helpless reactors to active participants in

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shaping their future. Peter Senge's strategies were very helpful in showing me how to build my own community of common purpose, collective action, and continuous learning.

The fifth book I read, Leadership for Tomorrow's Schools by Jerry L. Patterson (1993) aimed attention at the educational arena. Once again, the author focused on the changing paradigm in the structure of leadership, suggesting that the managerial leader is often blind to the realities of the workplace. He emphasized that the new participative approach involves creating a vision of a "preferred future" and developing a shared commitment to core values that will, by their nature, change how people work together. Patterson (1993) suggests that educational leaders who are struggling to establish a viable course of action for the 21st century, need to understand that teachers will share the responsibilities of leadership and work together to improve the school system of which they are all a part. This book emphasized that in tomorrow's organization, leadership means assuming responsibility for influencing others. It clearly will be shared by many through the course of events. Tomorrow's leaders will proceed with confidence that comes from knowing they have a set of principles and a base of knowledge that will carry them and their organization. Patterson (1993) indicates that tomorrow's leaders will have a mind that relishes complexity, a heart that is passionately value driven, a soul that is destined to be keeper of the vision, and a fire that will never die.

In my Leadership II class, I read two additional books which focused on values and ethics in relation to leadership decision making. The first book, Ethics: Theory and Practice, by Manuel Velasquez and Cynthia Rostankowski (1985) provided an

introduction to ethical theory by presenting a thorough development of various normative theories along with an extensive survey of moral issues that show practical application. The emphasis of this book considers the general nature of ethical reasoning in decision making. Exposed to several moral issues, I was provided with knowledge of how to reason, how to assess, how to criticize, and how to arrive at a rational decision. Velasquez and Rostankowski (1985) emphasized that prior to acting, an individual should weigh the information for and against the alternatives, and disregarding opinions should be guided by reason. They attempted to assist with the process of applying moral theory to ethical practice and with an understanding of the importance of consistent application of this process.

The second book on values, Habits of the Mind by Melinda Fine (1995) focused on the politics and practices of programs that develop critical moral thinking, ethical behavior, and social responsibility. She combined analyses of theory and policy with a portrayal of students' actual experiences in the classroom. The author provided an idea of how students, educators, and school leaders can interpret moral issues. It allowed me a view of the large picture of moral thoughts in our society. The practical application of educating for democracy was very useful since there has recently been an increase in the need and activity of moral education in my school system and in public schools across the nation. Many of today's schools are seeking to fight diverse social problems with a variety of value oriented approaches. Fine (1995) allowed me, as a leader in the educational arena, to acquire insight into the important questions of what schools should

teach in promoting critical moral thinking, how they should teach, and who are the individuals being taught.

During my leadership studies, I was also able to assess my own leadership style using the Myers-Briggs Type Indicator (MBTI). This instrument indicated that I had the following leadership characteristics:

* inventive
* analytical planner of change
* enthusiastic and independent
* pursues inspiration with impulsive energy
* seeks to understand and inspire others

This exercise as well as all my research into leadership throughout my doctoral studies at Nova Southeastern University was useful in helping me to discover and develop my own leadership style and to become a reflective practitioner.

Transformational Leadership in Practice

As I developed an understanding of transformational leadership and how to apply it in my work setting, I began to develop the higher order leadership skills necessary to be an effective leader and reflective practitioner. This was evident in the implementation of my first practicum. First, by empowering others, I was able to have more people working toward the same goal. Second, by gaining adequate support, I was able to help ease the transition of change. Third, by implementing periodic evaluation, I was able to develop a significant marketing and development tool for effective change.

Most importantly, by becoming an advocate for the change, I was able to see what must be done. On the local level, teachers, parents, and administrators must collaborate in

the educational decision making and policy development process to institute quality programming. On the state level, one should work toward system changes within the state to ensure broader opportunities for quality programs. On the national level, one must stay current on legislation and educational programs presently available. Staying informed and involved brings about many possibilities that might otherwise be untapped.

During my second and major practicum, I was able to use a variety of leadership skills developed in my doctoral program to implement the various aspects of the practicum. I was able to critically reflect on the present athletic program at my school and determine what was needed to initiate moral and ethical development in the student-athletes. Using the solutions developed in the practicum, I was able to build trust and communication between the staff, students, and parents as well as empower them to broaden their own skills. Because of the leadership skills developed, I was able to see challenges within the implementation period as opportunities for growth rather than failures. Finally, I was able to become a change agent that had significant impact on the educational and life experiences of my students.

I was also able to incorporate these newly developed leadership skills in other areas in my work setting when I served on two physical education committees to develop a new elementary physical education curriculum and a new secondary curriculum. The committee incorporated many of the ideas about effective change to guide its development of an appropriate physical education curriculum. The committee used these concepts to inspire a new vision in the field. The committee's vision was developed using the five

elements of developmental change which include qualitative, sequential, directional, cumulative, and multifactorial.

First, the goals and outcomes of the physical education program included qualitative and quantitative goals. Second, curriculum and instruction was planned sequentially so that students are presented content in vertical and horizontal progression. Third, the curriculum was designed cumulatively so that later experiences were built on previous learning experiences. Fourth, the program was directional in that the outcomes provide a guide for the direction of the physical education curriculum and instruction. Last, the goals and outcomes were planned multifactorially considering the interactions between developmental levels in many domains, including cognitive, social, affective, and psychomotor. The health educational curriculum, driver's education and safety curriculum, and the physical education curriculum were all correlated to meet the needs of the students and provide them with an effective and efficient program.

In addition, my coaching approach has become more focused on individual team members considering their feelings, attitudes, beliefs, and needs. This action has increased their self-esteem, allowed them to believe in themselves, and in the goals of the team. I have become people oriented as much as I was task and performance oriented. With this transforming action, the assistant coaches as well as the athletes have become leaders in their own way.

In the past, I was a transactional type of athletic leader being direct in dealings with most situations involving the athletes, their parents, and my assistant coaches. I was

managerial in performance and the main driving force to fulfill the team's vision and reach the goals.

Today, I use my managerial skills to transform my team into a cooperative organization. My given power has become consensual in nature and emphasizes guided collective decision making throughout the season. This wise use of power has created opportunities and instilled commitment within my staff that has brought about new energy and resources. By empowering my assistant coaches, I was able to have the entire staff work responsibly toward the same goals. My assistant coaches' talents, skills, thoughts, and opinions were continually utilized to produce a quality athletic program. We began communicating on an open basis which has resulted in a foundation of trust. This action has inspired my staff by showing them how important their roles are, that they do make a difference, and how their work contributes to the team's success. This leadership style has helped them to feel pride and satisfaction in their role as a coach. Also, more responsibilities were provided for the team captains, giving them a more active role in the organization. This type of leadership has rallied the entire team around a mission and has motivated them to higher levels of performance. The team's success is being brought forth through all being involved and not over them.

From a psychological perspective, the Social Learning Theory (Bandura, 1977) suggests that this participatory leadership behavior demonstrates a good example for the followers on how an effective leader should guide an organization. As a transformation leader, I am a good role model for my athletes using the power that was given to me by

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the larger community, effectively and efficiently. All of these experiences and strategies have enabled me to positively transform my work setting by producing better student learning and cooperation, which is the output of the school process.

A Developed Understanding of Effective Leadership

Leadership is an art and science. After an individual has gained the knowledge or science of effective leadership through education, he or she has the task of developing the art of his or her delivery system. Bennis (1993) sums up the concept of leadership well by declaring that "Leaders manage the dream" (p. 215). He suggests that the key to making the right decisions will come from understanding and embodying the leadership qualities necessary to succeed. He stresses that one must become a leader, not a manager and points out that there are crucial differences (p. 214):

* The manager adminsters; the leader innovates
* The manager is a copy; the leader is an original
* The manager maintains; the leader develops
* The manager focuses on systems and structure; the leader focuses on people
* The manager relies on control; the leader inspires trust
* The manager has a short-range view; the leader has a long-range perspective
* The manager asks how and when; the leader asks what and why
* The manager has his eye on the bottom line; the leader has his eye on the horizon
* The manager accepts the status quo; the leader challenges it
* The manager is the classic good soldier; the leader is his own person
* The manager does things right; the leader does the right thing

My definition of leadership would include Bennis' ideas in addition to aspects of visionary leadership that include a strategic mission, continuous improvement, innovative culture, management of change, creativity, and cooperative performance. Effective leadership, then, would consist of a broad understanding of both these ideas and aspects as well as how to master them. It also would consist of an upward spiral which builds on the acquisition of each of these qualities producing a leader who seizes and creates opportunities that would otherwise not occur. Most importantly, the effective leader would become a synergist for change. For without change, our society would become stagnate and not prepared for the challenges of educating our children and youth in the future.

Conclusion

We have learned that organizations are complex systems made up of parts with greater interdependencies than we earlier believed. Leithwood (1992) suggests that successful first-order changes depend on the support provided through significant second-order changes. Restructuring initiatives are mainly about second-order changes, and they require leadership with a similar focus.

The evidence that transformational leadership makes a positive difference in an organization is both substantial and positive in non-educational organizations. Although there has been only limited studies in educational settings, the reports have indicated the same, demonstrating a sizable positive influence of transformational practices on school systems (Kirby, King, and Paradise, 1991; Hoover, Petrosko, and Schultz, 1991; Deal and

Peterson, 1990, Leithwood and Jantzi, 1991). Also, they have recommended that transformational leadership is the direction for the 21st century. Transforming leaders are people who know who they are and where they are going. They are self-reliant individuals with great tenacity and stamina. Subsequently, today's leaders need to have a sense of humor, since humor relieves stress and enables people to relax and see things in a better sense.

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